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ABSTRACT

This document presents a draft of model standards for licensing teachers, both general and special education, of students with disabilities and is intended to elicit discussion and feedback from states, professional organizations, and teacher education programs. The standards are based on 10 core principles for beginning teacher licensing and development published in 1992. The principles address knowledge and skills concerning content, pedagogy, students with disabilities, and contexts. In this document, each core principle is presented followed by a paragraph outlining implications of that principle for students with disabilities and articulation of the key knowledge, skills, and dispositions expected of beginning general and special education teachers. An introductory section considers the differing knowledge and skills of general and special education teachers, the range of roles of special education teachers, and disability categories. An appendix notes some further considerations regarding state licensing policy of special education teachers. A glossary defines 50 key special education terms. Also included are a list of the individuals involved in drafting the standards and a questionnaire to elicit reactions to the standards and principles enunciated in the document. (DB)

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May 2001

Developed by
Interstate New Teacher Assessment and Support Consortium
INTASC Special Education Sub-Committee

Draft for Comments

EC 308 746

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IDEAs that Work
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May 2001

Dear Colleague:

In the fall of 1992, the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, released model standards for licensing new teachers. Drafted by representatives of the teaching profession, these standards represent a common core of teaching knowledge and skills that will help all students acquire an education appropriate for the 21st century. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards. This effort took another step toward creating a coherent approach to educating and licensing teachers based upon shared views among the states and within the profession of what constitutes professional teaching.

INTASC recognized that while core principles are essential to establish a common vision of teaching, principles take on life only when they are applied to teaching in a particular context. INTASC undertook the next step of developing subject matter standards for each discipline and for two student populations, elementary education and special education. INTASC's special education standards initiative began in 1997 when a group of professional education associations asked INTASC to join a forum, hosted by the National Education Association, to develop a common dialog around special education issues. As a result, the associations, which included the Council for Exceptional Children and the National Association for the Directors of Special Education, agreed to work with INTASC in developing licensing standards in the area of special education. We thank them for their advice and support.

The special education standards were developed bya drafting committee of general and special education teachers and teacher educators from across the country. The committee's central task was to clarify how the common core of teacher knowledge and skills play out for both general educators and special education teachers to effectively teach students with disabilities. Members of the special education drafting committee are listed at the end of the document. INTASC acknowledges with gratitude the hard work of each of the individuals who worked so tirelessly to meet this charge.

This draft is being widely circulated to members of the public. During the next 10 months, the standards will be reviewed extensively by individuals and state focus groups representing various educational stakeholders. At the close of the comment period, feedback from the focus groups and from returned individual questionnaireswill be reviewed by INTASC to determine needed revisions. We encourage you to add your voice to the dialogue and invite you to make your comments in any way you like, including on the document itself.

It is our hope that the special education standards will continue the dialogue occasioned by the INTASC core standards; that members of the public and the profession alike will critically examine what a beginning teacher must know and do to teach students with disabilities effectively; will thoughtfully consider how teacher policy should change to support the vision articulated by these standards; and will creatively explore how K-12 schools and teacher preparation programs can be restructured to advance this vision.

We thank you in advance for taking the time to review our work. It is only with public consensus and a shared vision of education that we can be successful and that our children can be assured of the education they will need to carry out the responsibilities of the future.

Sincerely,

M. Jean Miller, Director, INTASC

Acknowledgements

INTASC would like to acknowledge and express our appreciation to the Office of Special Education Programs at the U.S. Department of Education for their support and continual investment in helping us create these standards. We would like to offer a special thanks to all the INTASC Special Education Committee members who, unselfishly and patiently, gave their time and energy to the complex and challenging task of describing effective teaching of students with disabilities. INTASC depends upon the support and input from the education profession as represented by our committee members to effectively pursue our mission of representing and influencing state education policy. INTASC would also like to thank the Council for Exceptional Children for working with us toward the goal of drafting quality teaching standards in the field of special education. Finally, INTASC would like to acknowledge and thank the National Education Association and our member organizations who started the initial dialogs that led to the development of these standards. INTASC appreciates the support and advice of the professional associations who have served as a valuable sounding board during the development process. These organizations include:

* American Association of Colleges for Teacher Education (AACTE)
* American Association of School Administrators (AASA)
* American Federation of Teachers (AFT)
* Association of Teacher Educators (ATE)
* Council for Exceptional Children (CEC)
* National Association of Elementary School Principals (NAESP)
* National Association of Secondary School Principals (NASSP)
* National Association of State Boards of Education (NASBE)
* National Association of State Directors of Special Education (NASDSE)
* National Board for Professional Teaching Standards (NBPTS)
* National Council for the Accreditation of Teacher Educators (NCATE)
* National Education Association (NEA)
* National School Boards Association (NSBA)

IN MEMORIUM

DR. CANDACE S. BOS
May 27, 1950 – August 13, 2001
Co-Chair, INTASC Special Education Standards Drafting Committee

This document is dedicated to Candy's memory and her lifelong work on behalf of students with disabilities.

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Introduction

This document addresses what beginning general education teachers and special education teachers need to know and be able to do to teach students with disabilities. The INTASC Special Education Committee based its work on the premise that ***all teachers are responsible for providing an appropriate education to students with disabilities.*** Underlying this premise is the belief that all students with disabilities can experience positive educational outcomes when teaching and learning are appropriate and pedagogically sound. This belief is consistent with the philosophy behind the Individuals with Disabilities Education Act (IDEA), which seeks to ensure that students with disabilities have access to the general curriculum. In order to accomplish the goal of providing students with disabilities equal access to quality learning opportunities, *all teachers, both general educators and special educators, must have knowledge and skills related to their subject matter discipline and the principles of effective teaching and learning as well as specific knowledge and skills drawn from the field of special education.*

Purpose, Organization and Scope of this Document

This document is designed to serve as a guide for states, professional organizations, and teacher education programs as they develop and refine their standards and practices. It is based on the premise that a critical measure of teaching success is student success. For students with disabilities, this premise is stated clearly in the 1997 amendments to the Individuals with Disabilities Education Act (IDEA), which says unequivocally that disability is a natural part of the human experience and does not diminish the right of individuals to participate in or contribute to society. This document focuses on improving learning results for students with disabilities* and developing teachers' knowledge, skills and dispositions to support quality

*In this document, the term "disability" is inclusive of the definitions of disability in IDEA and Section 504 of the Rehabilitation Act of 1973. See the Glossary at the end of this document for these definitions. Federal definitions of specific disabilities as outlined in IDEA are also provided in the glossary of this document. Disabilities include autism, deafness and hearing impairments, emotional disturbance, learning disabilities, mental retardation, multiple disabilities, other health impairments, physical disabilities, speech or language impairment, traumatic brain injury, and visual impairments. Disability as used here also includes the more general term "developmental delay" that may be used for children ages birth to age 9. This document focuses on the appropriate education of students with disabilities ages 3-21.

education for students with disabilities. This document is guided by federal legislative parameters and consideration of the responsibilities that general and special education teachers share for helping students with disabilities learn valuable content.

In articulating the knowledge, skills, and dispositions that all beginning teachers need to promote effective learning for students with disabilities, the committee used the INTASC Core Principles (*Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, 1992) as a framework. The core principles set the context for the learner-centered teaching that is necessary, but not sufficient, for meeting the individual needs of students with disabilities. Hence, this document does not repeat the knowledge, dispositions, and performances specified in the core principles, but instead elaborates on those aspects of the principles that are essential for the successful education of students with disabilities.

This document is organized as follows: First, each INTASC Core Principle is presented followed by a paragraph outlining implications of that principle for students with disabilities. Second, the key knowledge, skills, and dispositions that are expected of both beginning general and special education teachers who teach students with disabilities are articulated. Finally, the additional knowledge, skills, and dispositions that are required of special education teachers are outlined for each core principle.

The reader of these standards should keep in mind that while each principle emphasizes a discrete aspect of teaching students with disabilities, teaching and learning are dynamic and interactive processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning.

To quote from the preamble to the INTASC Core Principles:

"[T]eaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community and curriculum to create a bridge between learning goals and learners' lives." (pp. 9-10)

The Differing Knowledge and Skills of General and Special Education Teachers

The INTASC Special Education Committee endorses a collaborative framework for the teaching of students with disabilities, one in which general and special education teachers work together as members of a team who bring their respective strengths to the task at hand. While general education and special education teachers possess much knowledge and skills in common, they also have differing areas of expertise. One of the purposes of these standards is to articulate similarities and differences in roles, knowledge and skill. The following 4 areas provide us with a structure from which to articulate these differences:

(1) Content – Both general and special education teachers have command of the subject matter that they teach such as math, English language arts, science, social studies, and the arts. In addition, special education teachers have knowledge of the content of expanded curriculum in areas such as communicative, social and emotional development, communication skills and oral language development, social/behavior skills, motor skills, functional and independent living skills, employment-related skills, self-advocacy skills, orientation and mobility skills, and travel instruction. (INTASC Core Principle #1)

(2) Pedagogy – Both general and special education teachers understand how, and can effectively teach, content to students with disabilities. This means teachers have a repertoire of instructional strategies, assessment techniques, and accommodations they can employ based

on each student's needs. They create a positive learning environment that motivates students, and are able to communicate with students, plan instruction, self reflect, and collaborate with families and other professionals to further student learning. In addition, special education teachers know how to design and implement specialized accommodations, to access resources and assistive technologies to support student learning, and to provide transition support. (INTASC Core Principles #4-10).

(3) Students with Disabilities – Both general and special education teachers know their students, including specific information about each student's abilities and disability(ies), learning strengths and needs, prior experiences, and cultural and linguistic backgrounds. In addition, special education teachers have specialized knowledge of specific disabilities and their implications for teaching and learning in order to address the unique needs of individual students with disabilities. (INTASC Core Principles #2 and #3).

(4) Contexts – Both general and special education teachers have knowledge of the special education policies, procedures and legal requirements that provide the framework within which teaching of students with disabilities occurs (INTASC Core Principle #1). In addition, special education teachers have a greater understanding of the larger contexts within which the teaching of students with disabilities occurs (family, classroom, school, community, district), advocate for appropriate education within these contexts, and work across these contexts to meet the needs of students with disabilities. (INTASC Core Principle #10).

General and special education teachers bring an understanding of Content (1) and content-specific Pedagogy (2) to the teaching of students with disabilities. They understand the theories, critical concepts and ways of thinking of the subject matter they teach and have a repertoire of content-specific strategies for teaching the content. They understand conceptual sequencing and what materials are appropriate for students at different levels in the curriculum. Special education teachers also have knowledge of a range of expanded curriculum goals that are appropriate to their special education area of expertise and the content-specific pedagogy needed

to teach to those goals (e.g., behavior analysis, sign language instruction, orientation and mobility training).

While general educators have a broad knowledge of all students, including those with disabilities, special education teachers bring a greater understanding of individual Students with Disabilities (3) to the teaching situation. Special education teachers are more knowledgeable than general educators about the range and multiple manifestations of disabilities and their diverse effects on student development and learning within multiple contexts. For example, general educators are primarily concerned about the student's school-age development, and plan teaching strategies from this perspective. Special educators, on the other hand, bring a specialized expertise related to how instruction should be provided across the life-span, including preschool years, traditional schooling and the transition into adult life. They have knowledge and skills in designing and implementing individualized educational programs that may include, when appropriate, a modified or expanded curriculum. While general educators have a solid understanding of assessment of learning, special education teachers are well-versed in a broad range of assessment processes and procedures that are appropriate for students with disabilities. They frequently assist general education teachers and families by gathering specific information about students' functioning in a variety of learning environments.

With regard to Contexts (4), both general and special education teachers have knowledge of the special education policies, procedures, and legal requirements that provide the framework within which teaching of students with disabilities occurs. They also understand that family, culture, and community are important contexts for understanding individual learners, including students with disabilities, and for delivering educational services. As a result, they seek to collaborate with families* to explain and strengthen the effectiveness of the instructional strategies they use with students with disabilities. In addition, special education teachers bring unique knowledge to working with families by serving as advocates and problem solvers who

*Family is broadly defined in this document to include parents, extended family members, guardians, and caregivers.

seek services and alternatives for the child and family that are both within and beyond those typically found in general education. For instance, special education teachers coordinate services from a variety of sources (e.g., speech/language therapy, occupational therapy, direct educational services provided by multiple professionals and paraprofessionals in multiple settings) to help students maintain continuous progress toward their educational goals.

Support for and active involvement of families in the education of children with disabilities is grounded in IDEA and evident in the roles played by families in such processes as the development of the individualized education program (IEP), the individual family service plan (IFSP) used with infants and preschool children, and transition plans developed as part of the IEP process for adolescents and young adults. Special education teachers support family members in fulfilling these roles. They also assist general education teachers as they communicate and collaborate with families and other professionals on behalf of students with disabilities.

Range of Roles of Special Education Teachers

Throughout its deliberations, the committee was particularly cognizant of the wide range of roles that special education teachers assume within the field of special education and the differential knowledge, skills, and dispositions that each of these roles requires. Examples of a few of these roles include:

* early childhood educator who conducts home visits with families and consults with community pre-schools that include children with disabilities,
* teacher of elementary students with emotional/behavioral disabilities who receive their education primarily in a self-contained special education setting,
* specialist who is responsible for the integration of students with severe/multiple disabilities in general education classrooms with the support of paraprofessionals,
* special education resource teacher who primarily serves students with learning disabilities both through co-teaching with general education teachers and through direct teaching,

* itinerant teacher of students with vision impairments or orientation and mobility specialist who provides teaching and consultation for children with visual impairments across the age span (0 to 21) in a number of different settings.

* teachers of students who are deaf/hard of hearing (D/HH) whose job may vary from that of a high school social studies teacher in a residential school to serving as an itinerant teacher and supporting students who are D/HH in district schools.

The committee kept this range of special educator roles in the forefront of its deliberations. It continually challenged itself to be specific about how the knowledge and skills these various roles demand are different from the knowledge and skills demanded by the roles that all teachers assume—both general as well as special education teachers. While the committee did not delineate the additional skills and knowledge needed by various specialists within special education, they did provide evidence, by examples found throughout the principles, of how these additional skills and knowledge operate to further support students with disabilities.

Disability Categories

An important issue in developing standards for beginning general and special education teachers is what and how much the beginning teacher should know about specific disabilities. This information is relevant for determining student eligibility for services, including pre-referral interventions, and for planning and implementing educational programs for students with disabilities.

Disability categories have been critical to the early development of the field of special education. They have provided an organizational framework for the field and a way to talk about and advocate for the educational rights of students with disabilities. As the knowledge base of the field has grown, however, and our understanding of disabilities has become more complex, tensions have arisen over the appropriate structure and use of disability categories. These tensions are related to the fact that:

* A specific disability can manifest in individual children in a tremendous range of ways and across a continuum from mild to severe.

* Students with differing disabilities often have characteristics that overlap, making identification more complex.

* Students may have multiple disabilities and specialized needs that cross disability categories.

* The operational definitions of specific disabilities vary from state to state and district to district.

* Educational practices may be similar for individual students with different disabilities.

* Certain minority groups are disproportionately represented in specific disability categories, including the problem of overidentification for some minority groups in some disability categories.

* An increasing number of students have disabling conditions that do not fit well within the traditional disability categories.

As a result of these tensions, guidelines for identifying students with disabilities and structures for licensing special education teachers differ from state to state. The recent trend to use more generic categories of disability (e.g., mild/moderate and moderate/severe disabilities; high and low incidence disabilities) reflects the complexity of the issues. The field of special education is currently in transition as it wrestles with these issues. The tensions for professional practice can be summarized as a search for balance between the need to establish legal eligibility for special education services according to specific disability categories and the need to see beyond these categories and disability-specific information to identify the unique needs of individual students in order to design and implement educational programs that address all their needs.

These tensions have serious implications for state policy regarding teacher preparation and teacher licensing. It is our hope that the level of expertise outlined in this document for general and special education teachers will encourage states, institutions of higher education, and alternative certification programs to re-examine the goals and adequacy of their preparation

programs for both general and special education teachers. General educators are playing an increasingly prominent role in the education of students with disabilities. Developing the knowledge, skills, and dispositions to effectively educate students with disabilities means that information and opportunities to work with students with disabilities will need to be integrated and infused throughout teacher education programs.

Because of the breadth of roles that special education teachers may serve in addition to the differential knowledge they must draw upon as they fulfill their responsibilities to students of different ages, with different disabilities, and who require different types of services, the committee encourages states to consider licensing policies that balance the need for both breadth and depth of knowledge and skills for special education teachers. See Appendix A for further considerations regarding state licensing policy of special education teachers.

Principle # 1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Implications for students with disabilities: ***Both general and special education teachers demonstrate an understanding of the primary concepts and ways of thinking and knowing in the content areas they teach as articulated in INTASC subject matter principles and other professional, state, and institutional standards. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.***

General and Special Education Teachers

1.01 All General and Special Education Teachers have a solid base of understanding of the major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas that they teach. They understand how knowledge in a content area is organized and how it relates to other content areas.

1.02 All teachers know which key concepts, ideas, facts, and processes in their content area students should understand at different grades and developmental levels and can appropriately structure activities that reflect the scope and sequence of the content area. They understand that developmental levels affect students' reasoning, perceptions, misconceptions, and naïve conceptions about content and tailor instruction based on student responses to promote students' learning of the content.

1.03 All teachers understand that students with disabilities may need accommodations, modifications, and/or adaptations to the general curriculum depending on their learning strengths and needs. Examples include providing alternatives to reading the assigned texts, giving time extensions to complete tasks, providing extended practice of the task, or using assistive technology such as communication devices or speech recognition software to support learning and communication. They also recognize that some students may require an expanded curriculum with learning goals targeted in areas beyond the general curriculum such as communicative, social and emotional development, communication skills and oral language development, social/behavior skills, motor skills, functional and independent

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living skills, employment-related skills, self-advocacy skills, orientation and mobility skills, and travel instruction.

1.04 All teachers have knowledge of the major principles and parameters of federal disabilities legislation. This includes knowledge of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans With Disabilities Act (ADA). They understand key concepts such as special education and related services; disability definitions; free appropriate public education; least restrictive environment and continuum of services; due process and parent participation and rights; and non-discriminatory assessment. They also understand the purpose and requirements of Individualized Education Programs (IEPs), including transition plans, and Individualized Family Support Plans (IFSPs), both of which are specified in IDEA, and Individual Accommodations Plans (IAPs), which are specified in Section 504, and their responsibility for implementing these plans.*

1.05 All teachers know about and can access resources to gain information about state, district, and school policies and procedures regarding special education, including those regarding referral, assessment, eligibility, and services for students with disabilities. Examples of resources include special education teachers, support professionals, social service agencies, Internet sites, professional education organizations, and professional journals, books and other documents.

Special Education Teachers

1.06 All Special Education Teachers have a solid base of understanding in the content areas of math, reading, English/language arts, science, social studies, and the arts comparable to elementary generalist teachers. This knowledge is essential because special education teachers may be required to teach content to students with disabilities across a wide range of performance levels. For example, the secondary special education teacher may teach English to students whose reading achievement ranges from first to eighth grade. In addition, special education teachers must have knowledge of content to design appropriate accommodations and modifications for students with disabilities. Because of the important role that more advanced content-specific knowledge plays at the secondary level, those special education teachers who teach content at the secondary level should demonstrate additional understanding in at least one content area (e.g., science, mathematics, history).

1.07 Special education teachers have knowledge of the content of an expanded curriculum including such areas as communicative, social and emotional development, communication skills and oral language development, social/behavior skills, motor skills, functional and independent living skills, employment-related skills, self-advocacy skills, orientation and mobility skills, and travel instruction. They understand the scope and sequence of knowledge and skill development in these areas and use this knowledge to develop programs that meet the needs

*See Glossary of Terms for further descriptions of these plans.

of individual students with disabilities. The specificity of knowledge required will vary based on the nature and severity of the disability. For example, teaching language to a deaf/hard of hearing child generally requires explicit instruction of finer gradations of language skills depending on the severity of the hearing loss.

1.08 Special education teachers have knowledge of when and how to develop, structure and implement accommodations, modifications and/or adaptations to provide access to the general curriculum for students with disabilities. They use this knowledge to develop educational programs that meet the needs of individual students. Examples of how to assist students with learning disabilities access content area texts (e.g., social studies, science, history) may range from using assistive technologies such as computers and tape recorders to collaborating with general educators to redesign reading comprehension instruction to teach students how to use several comprehension strategies in a collaborative learning format.

1.09 Special education teachers of students with disabilities have knowledge of services, procedures, and policies that support transition from secondary school settings to post-secondary and work settings, as well as to participation in all aspects of community life. For example, they have knowledge of the continuum of services for students with disabilities available from independent living centers and other community resources through community colleges and universities.

1.10 Special education teachers have knowledge of the range of assistive technology (e.g., augmentative communication devices, student-specific software, optical devices) that support students in the learning environment and know how to access resources related to this technology (e.g, through the Internet, district/state agencies, professional organizations).

1.11 Special education teachers have knowledge of the requirements and responsibilities involved in developing, implementing, and evaluating individualized education programs (IEPs), individualized family service plans (IFSPs), and individual accommodation plans (IAPs) for students with disabilities. They know what the law requires with regard to documents and procedures and take responsibility for ensuring that both the intent and the requirements of the law are fulfilled. For example, they know who needs to be involved in the development of the plan and how to facilitate their involvement, and what needs to be included in the plan (e.g., a description of the student's present level of performance, a behavior support or transition plan if needed, long term goals and short term objectives or benchmarks).

1.12 Special education teachers serve as a resource to others by providing information about the laws and policies that support students with disabilities (e.g., IDEA, Section 504, Americans with Disabilities Act) and how to access additional information when needed.

1.13 Special education teachers know major trends and issues that define the history of special education, and understand how current legislation and recommended practice fit within the context of this history. They use this understanding as a basis for evaluating and reconciling differences of opinion with respect to special education services and as a basis for examining their own beliefs, values, and practices. For instance, special education teachers understand that efforts to integrate students in public school programs have a history that has progressed from students being denied the opportunity to an education, to being educated exclusively in separate settings, to in many cases being integrated into general education classrooms. They use this knowledge to understand the various perspectives regarding the integration of students with disabilities and as a basis from which to advocate on behalf of students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

Implications for students with disabilities: ***Both general and special education teachers understand that all children have similar patterns of learning and development that vary individually within and across cognitive, social, emotional and physical areas. They recognize that children with disabilities may exhibit greater individual variation in learning and development than students without disabilities, and that a disability often influences development and functioning in more than one area. Teachers use knowledge of the impact of disabilities on learning and development to optimize learning opportunities for each student.***

General and Special Education Teachers

2.01 All General and Special Education Teachers have a sound understanding of physical, social, emotional and cognitive development from birth through adulthood. In addition, they are familiar with the general characteristics of the most frequently occurring disabilities and have a basic understanding of ways that disabilities impact learning and development (see Glossary for federal definitions of disabilities). In the context of this knowledge, they are able to recognize individual variations in learning and development that exceed the typical range, and use this information for further exploration of the student's learning abilities and needs. For example, a kindergarten teacher recognizes a possible problem with a child from an English-speaking home who uses only three to four word sentences. Because a child at this age typically would have more complex language structures, the teacher is alerted to the possibility of communication or hearing problems. The teacher explores the situation further by consulting with experts such as the speech/language pathologist, school nurse, or special education teacher.

2.02 All teachers continually examine their assumptions about the learning and development of individual students with disabilities. They have realistically high expectations for what students with disabilities can accomplish, and use this knowledge to create challenging and supportive learning opportunities for students with disabilities. For example, if a student with Down syndrome wants to try out for the school play, the teacher encourages and facilitates the student's efforts to do so through activities such as working with the drama teacher to identify appropriate roles for the student, and assisting the student in rehearsing for the tryouts.

2.03 All teachers recognize that students with disabilities vary in their approaches to learning depending on factors such as the nature of their disability, their level of knowledge and functioning, and life experiences. For example, two students with similar visual impairments

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will likely approach learning differently if one has had limited opportunities to explore environments, while the other has been encouraged to explore many environments. The student with more experiences is more likely to think positively, take risks, have broader knowledge, and be comfortable interacting with peers.

2.04 All teachers are knowledgeable about multiple theories of learning and research-based teaching practices that support learning. They use this knowledge to inform their decisions about the needs of individual students and to construct ways to promote student learning. For example, to help a student with behavior disabilities who needs to increase her reading fluency, the teacher may use an intermittent reinforcement plan (behavioral theory and behavior analysis) to increase the student's attention and on task behavior while, at the same time, partner her with a peer who can model and support more fluent reading (socio-cultural theory of cognitive development).

Special Education Teachers

2.05 All Special Education Teachers have knowledge of a wide array of disabilities and are cognizant of the range and types of individual variation that exist within disability categories. They know the characteristics associated with specific disabilities and the potential impact that particular disabilities may have on learning and development. They use this information to select and design appropriate instruction and assessments for students with disabilities.

2.06 Special education teachers understand how a disability in one area (e.g., physical, cognitive, social/emotional) can impact learning and development in other areas. They use this knowledge to provide specialized supports that enable the student to profit from learning opportunities. For example, a teacher may recommend an alternative communication system such as a communication board (a rectangular board or frame with pictures, the alphabet, or icons that the student can point to), an augmentative communication device (e.g., a system that produces an artificial voice when activated by the student), or sign language for a hard of hearing student with an auditory processing impairment who can benefit from having a medium for receiving information that he cannot receive auditorally.

2.07 Special education teachers seek to understand the current and evolving development and learning of individual students from a life-span perspective. They use this information as a basis for listening to family beliefs, priorities and concerns, as a framework for sharing information with families, and as a basis for assessment and planning. For example, the teacher encourages the family to broaden their expectations of their child's ability to function independently as an adult by taking them to visit an independent living center, an adult who is living independently or with assistance in the community, or a center for students with disabilities at a community college, and helping them network with other families of students with disabilities.

2.08 Special education teachers seek a holistic understanding of each student's current learning and development, based on knowledge of the student's performance within a variety of settings (e.g., home, school, workplace). For instance, a student may function well in a structured classroom with consistent rules but have difficulty functioning in the less structured environments of the playground, home, or job setting. Special education teachers gather information on the student's performance across these contexts in order to help the student function effectively in different environments.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Implications for students with disabilities: ***Students with disabilities come from a variety of cultures, languages, classes, and ethnicities. Disability, like other aspects of diversity, may affect a student's approach to learning and a teacher's approach to teaching. Teachers understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups.***

General and Special Education Teachers

3.01 All General and Special Education Teachers build students' awareness, sensitivity, acceptance and appreciation for students with disabilities who are members of their classrooms, schools, and communities. They provide students with appropriate information about disabilities, use simulations of disabilities to create understanding as appropriate, and based on who students are as individuals, establish respectful relationships with students with disabilities.

3.02 All teachers recognize that a specific disability does not dictate how an individual student will learn. For example, a deaf student does not automatically learn visually, nor does a student with a physical disability who cannot hold a pencil automatically organize information auditorally. Similarly, a student with a visual impairment may prefer to learn visually and, given appropriate accommodations, can do so.

3.03 All teachers understand that a disability can be perceived differently across families, communities, and cultures based on differing values and belief systems. They seek to understand and use these insights when working with students and families within their cultural communities. For example, a family may hesitate to accompany their 4-year old with Down syndrome on school field trips because of the shame they believe the child has brought to their family. The teacher may provide alternate forms of family involvement to promote this family's participation in their child's learning.

3.04 All teachers understand and are sensitive to cultural, ethnic, gender, and linguistic differences that may be confused with or misinterpreted as manifestations of a disability. They understand that lack of attention to these factors can lead to inappropriate assessment of students, over and under identification of students for special education services, and inappropriate instruction of students. For example, the teacher is aware that high activity levels in boys may be acceptable in some cultures, but may be interpreted in the classroom as attention problems or behavioral disabilities. Teachers understand that language patterns

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of students learning English as a second language are sometimes confused with language disabilities. They are cautious in making interpretations about students' linguistic abilities and disabilities, and readily seek the assistance of other professionals. For example, a third grade teacher with an Asian student who has difficulty using pronouns and articles correctly in English first checks to see if English is the student's first language and, if not, then consults with an ESL teacher about English patterns that would be typical for an Asian student learning English as a second language.

Special Education Teachers

3.05 All Special Education Teachers have a repertoire of strategies to build students' awareness, sensitivity, acceptance and appreciation for students with disabilities, and collaborate with general education teachers to implement these strategies. For example, a special education teacher in an elementary school involves fifth grade students and teachers in a disability awareness activity called "Circle of Friends," whereby a new student with multiple disabilities is integrated into fifth grade classes. During the activity the teacher identifies the supports the new student will need. She explains that the student has people at home or in the community who support him and encourages class members to assume support roles at school (i.e. Who will be responsible for helping Marvin with his coat? Who will carry Marvin's books?). This group of students becomes Marvin's "circle of friends."

3.06 Special education teachers seek to understand how having a child with disabilities may influence a family's views of themselves as caregivers and as members of their communities. They use culturally accepted ways of seeking information about the student's cultural background from students, families and communities in order to understand cultural perceptions of and expectations for individuals with disabilities (e.g., learning family structures, using cultural guides). For example, the special education teacher works with a tribal liaison to understand how cultural beliefs help explain why the Native American family of a young child with severe cognitive disabilities is reluctant to have their child attend preschool. By inviting family members to visit the preschool and talk with other families, the teacher and tribal liaison support family members in learning about the benefits the program can provide their child, thus enabling them to make a more informed decision about services for their child.

3.07 Special education teachers share the values and beliefs underlying special education services for individuals with disabilities in the United States with students, families, and community members, and seek to understand ways in which these are compatible or in conflict with those of the family and community. They work closely with families to establish mutual understanding of the student's educational goals, performance, and meaningful contexts for intervention. For example, the parents of a high school junior with a moderate cognitive disability believe their child should not embark on work experiences as part of his transition plan because in their community individuals with disabilities typically stay at home as adults and are cared for by the extended family. The teacher offers to accompany the mother to a potential work site to provide her with a first-hand look at the levels of supervision and care

her child would be likely to experience, and to observe the satisfaction of classmates already working there.

3.08 Special education teachers understand that second language learners can also have language-based disabilities. They seek relevant background information and make observations to further understand the interaction of second language acquisition and language-based disabilities, and actively seek the assistance of other professionals (e.g., bilingual special education teachers and diagnosticians, bilingual psychologists, ESL teachers, bilingual teachers, speech/language pathologists with expertise in second language acquisition).

3.09 Special education teachers actively ask questions, seek information from others, and take actions to guard against inappropriate assessment and identification of students whose cultural, ethnic, gender, and linguistic differences may be confused with manifestations of a disability. For example, if a teacher wishes to refer a third grade student whose first language is Spanish for a specific learning disability in reading, the special education teacher would recognize the potential for misidentification and recommend that the student first be assessed by the district bilingual assessment team to gather information about the student's language development history and educational programming.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Implications for students with disabilities: ***Ensuring that students with disabilities can participate successfully in the general curriculum requires teachers to tailor their instructional strategies to the particular learning needs of individual students. General and special education teachers use a variety of instructional strategies and technologies and know how to modify and adapt the general curriculum to accommodate individual students' needs. Students with disabilities who have goals related to an expanded curriculum will also need specialized instruction to achieve those goals.***

General and Special Education Teachers

4.01 All General and Special Education Teachers have shared responsibility for the education of students with disabilities including the implementation of instructional strategies to support the student's learning in the general and/or expanded curriculums. To this end, they work collaboratively and individually to provide effective instruction that results in positive learning outcomes for students with disabilities.

4.02 All teachers understand how different learning theories and research contribute to effective instruction for students with disabilities. For example, drawing on the behavioral principle that any observable, complex behavior can be broken down and taught as a set of simpler behaviors, a teacher may use task analysis to simplify and teach a complex task to a student. Similarly, "thinking aloud," a strategy based on cognitive theory in which a teacher talks about her thinking as she performs a cognitive task, may be used to explain unobservable thinking processes (e.g., determining the main idea of a passage, computing a long division problem).

4.03 All teachers use research-based practices including explicit instruction and planned maintenance and generalization to support initial learning and generalization of concepts and skills for students with disabilities. For example, in teaching students with learning/reading disabilities how to read, the teacher uses explicit instruction of letter-sound correspondences and has students apply them when decoding words. In teaching study skills in a high school resource class, the teacher has the students monitor their use of the skills in other classes and at home.

4.04 All teachers understand that it is particularly important to provide multiple ways for students with disabilities to participate in learning activities. They modify tasks and/or accommodate the individual needs of students with disabilities in a variety of ways to facilitate their

engagement in learning activities with other students. For example, they use instructional strategies that may include explicit instruction using demonstrations, guided practice with immediate feedback, concrete manipulatives, and assistive technologies. They make incidental learning and relationships among ideas visible and generalizable by systematically teaching students to apply their knowledge and skills across differing content and contexts. Teachers understand that instructional strategies that are adapted for students with disabilities also may benefit other students, and make appropriate use of adapted strategies to improve the learning of all students.

4.05 All teachers provide a variety of ways for students with disabilities to demonstrate their learning. For example, teachers provide several options for constructing a report on a book, such as a written summary, a story-board presentation, advertisement for the book, a TV commercial, a news report, or a multimedia presentation. Teachers also provide routine accommodations for students with disabilities such as giving time extensions, reducing the size or number of items on an assignment, having students answer questions orally or via the computer, or completing an assignment in stages.

4.06 All teachers adjust their instruction in response to information gathered from ongoing monitoring of performance and progress of students with disabilities. For example, an elementary teacher observes a student with disabilities computing double-digit addition problems and analyzes the work samples to ensure that the student understands the concept. If necessary, she re-teaches the concept, either to the student individually, or in a small group with other students who are also having difficulty with the concept and reassesses to ensure that the student with disabilities understands the concept. Another example could involve an early childhood teacher who monitors the performance of one of her 4-year-olds with disabilities and notices that he is having trouble selecting the right puzzle piece from among the 8 pieces on the floor. She unobtrusively moves all but 3 of the pieces further away from the child so that he can better organize his visual search.

4.07 All teachers use strategies that promote the independence, self-control and self-advocacy of students with disabilities. They help students come to understand how they learn best, when they may need to depend on compensatory strategies (e.g., outlines for note-taking), and how they can best express what they have learned. Strategies may include having students monitor and evaluate their own learning, set their own learning goals, and use resources to support their learning. For example, a fifth grade teacher sets up a self monitoring system in which students monitor whether or not they have turned in their homework daily, given their best effort, and been a positive member of the learning community. The teacher has students with learning and attentional disabilities self monitor three times a day and works with them to develop accurate judgments.

4.08 All teachers expect and support the use of assistive and instructional technologies to promote learning and independence of students with disabilities. For example, the teacher checks or supports students while they check the batteries in their hearing aids and is able to trouble shoot and alert the audiologist if repairs are needed. The teacher encourages and supports students who need and use laptop computers to facilitate their learning. Similarly,

the teacher works with the technology specialist to locate an individualized word prediction program for writing and helps the student use the program.

Special Education Teachers

4.09 All Special Education Teachers have responsibility for ensuring the appropriate delivery of instruction for students with disabilities. Major aspects of the special educator's responsibilities include assessing students' strengths and needs with respect to the curriculum, designing and modeling instructional strategies, working with general education teachers to develop or implement instructional strategies to meet the needs of individual students, collaboratively teaching with general educators, directly teaching students with disabilities, and monitoring student progress. They fulfill this responsibility through a variety of means that include direct teaching, collaborating and consulting with general education teachers and other professional colleagues, conducting in-service training for school personnel, providing technical assistance, problem-solving, and working with families.

4.10 Special education teachers know a range of specialized instructional strategies that have been found through research and best practices to support learning in individual students with disabilities. For example, the teacher uses task analysis, explicit instruction, and backward chaining to teach a student with significant cognitive disabilities how to assemble a part that he is building during his work-study program. The teacher uses cognitive strategy instruction to teach students a strategy that will enable them to edit their written work consistently (e.g., the student is taught to edit his/her written work using a consistent strategy of reading each paragraph to see if it makes sense, then reading each sentence and checking for capitalization/punctuation, and then rereading and checking for spelling errors).

4.11 Special education teachers collaborate with general education teachers to infuse individualized goals and specialized strategies into instruction for students with disabilities. Individual goals may include language programs, daily living skills, and social and communication skills. Specialized strategies may include behavioral interventions, adapting texts, breaking content into smaller chunks, or teaching across environments. For example, a special education teacher collaborates and co-teaches with the general education teacher using explicit instruction to teach letter-sound correspondence and phonological awareness in small groups or one-on-one in order to meet the needs of students with disabilities.

4.12 Special education teachers keep abreast of research-based instructional practices for students with disabilities. They are able to locate, evaluate, and use instructional materials, programs, software, and equipment (communication devices, switches) that are appropriate for individual students with disabilities. They can access resources, such as local, state, and federal agencies, that provide instructional and assistive technology support for students with disabilities. In addition, teachers conduct initial and on-going evaluations of instructional materials and practices to determine whether they are effective and appropriate in fostering the learning of students with disabilities. For example, a special education teacher might attend a professional conference, use the Internet, or read a research review

to learn about new adaptive equipment and instructional strategies. He makes arrangements to have the exhibitors bring selected pieces of equipment or materials to the school district to try with specific students.

4.13 Special education teachers identify instructional strategies that have been successful in different learning environments (such as home, workplace and school) and work to embed these strategies across environments for individual students with disabilities. For example, a high school student with moderate cognitive disabilities learns how to count change in his functional math class at school. The teacher works with the student's family to reinforce this skill by having the adolescent pay for items and receive change when family members are shopping together. In addition, the student practices the skill as part of his work-study job.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Implications for students with disabilities: ***Students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. Students learn more effectively when they are valued members of a learning community in which everyone can grow and learn. Teachers welcome students with disabilities and take deliberate action to ensure that they are included as members of the learning community. Teachers may also need to structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities.***

General and Special Education Teachers

5.01 All General and Special Education Teachers identify the interests and preferences of students with disabilities and use this information to design activities that encourage students with disabilities to make positive contributions to the learning community. For example, the teacher recognizes that a fourth grade student with severe reading disabilities is a strong athlete and highlights these strengths during recess and physical education activities. In addition, the teacher selects books on famous athletes to use in the student's reading fluency program.

5.02 All teachers help students with disabilities develop positive strategies for coping with frustrations in the learning situation that may be associated with their disability. This is especially important for motivating students with disabilities who have developed feelings of helplessness in learning situations, who may display anger or aggression, or who may demonstrate a reluctance to take risks in academic or social situations. Teachers encourage students to take risks and persist in challenging situations. They modify tasks and learning/social situations to optimize student success. For example, when an eighth grade student cannot read the social studies text because it is too difficult to decode, the teacher arranges to have the book put on tape so that this student can access the content by listening and reading along with the tape.

5.03 All teachers take deliberate action to promote positive social relationships among students with disabilities and their age-appropriate peers in the learning community. Thus, teachers may group students and construct learning tasks to help students with and without disabilities recognize the differential contributions that each student can make to the learning experience. For example, as part of an extensive thematic multimedia project, students with learning disabilities who have difficulty writing may prepare various oral interpretations of

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important issues that are integrated into the final multimedia presentation, while others can prepare the written text for the project.

5.04 All teachers recognize factors and situations that are likely to promote (or diminish) intrinsic motivation, and create learning environments that encourage engagement and self-motivation of students with disabilities. For example, a teacher can give credibility to the comments of a student with disabilities by repeating what the student said, then including the student's contribution later in the discussion (i.e. "Remember when Trevor said ..."). Teachers help students with disabilities recognize the relationship between their own efforts and positive outcomes. For example, teachers have students monitor their progress using simple graphs and counting charts for such tasks as number of words read correct per minute, number of math facts mastered, or number of pieces assembled per hour. This enables students to "see" what they have accomplished and may stimulate them to achieve more. Teachers also offer choices and options to students with disabilities so that they develop a sense of control. For example, the teacher provides a menu of activities to a student with severe, multiple disabilities and allows the student to select the task that will be the focus of the next period's work.

5.05 All teachers participate in the design and implementation of individual behavioral support plans and are proactive in responding to the needs of individual students with disabilities within the learning community. They tailor classroom management and grouping to individual needs using constructive behavior management strategies, a variety of grouping options, and positive behavioral support strategies to create a learning context in which students with disabilities can attend to learning and respond in appropriate ways. For example, a third grade teacher seats a student with attentional/behavioral disabilities in a group that is close to her so that when she is providing whole group instruction, she can easily and inconspicuously cue the student to focus his attention.

Special Education Teachers

5.06 All Special Education Teachers have a repertoire of effective strategies, including explicit teaching and adult-mediated and peer-mediated learning, for promoting positive behavior and building constructive relationships between students with disabilities and their age-appropriate peers. They conduct functional behavioral assessments such as behavioral observations and analyses, explore optional strategies and activities, monitor outcomes, and design and implement positive behavioral support plans. Special education teachers individualize curriculum and instruction so that students with disabilities are motivated and challenged but not overwhelmed by learning demands.

5.07 Special education teachers facilitate the development, implementation and monitoring of prevention and intervention programs for students with disabilities who exhibit challenging behavior. For example, knowing that a third grader with autism has trouble with transitions to new activities, a special education teacher establishes a system of 5-minute and 2-minute signals to cue a student that a new activity will soon begin, and works with the student's

general education teacher to implement the signals in a consistent manner throughout the day. In another situation, a teacher implements a sequence of strategies agreed upon earlier during a team discussion (i.e. general and special education teacher) about a 5 year-old child's behavior and learning needs. In response to an outburst (including toy throwing and screaming), the general education teacher gets on the child's eye level and calmly asks the child to state the rule and the consequence for the behavior. If the child does not respond, she states the rule and the consequence, and implements the consequence. Special education teachers take a leadership role in planning, implementing and evaluating behavioral crises programs. For example, an eleventh grade adolescent with a history of aggressive behavior refuses to participate in an activity in the science lab, and when redirected, becomes belligerent and upsets some of the lab materials. With the assistance of the special education teacher, the student is removed to an out-of-the-classroom setting to regain emotional and behavioral control. The special education teacher later assists in returning the student to the classroom.

5.08 Special education teachers prepare students with disabilities to take an active role in their IEP planning process, when it is appropriate to do so, in order to support their commitment to learning, self-motivation and self-advocacy. For example, as part of their special education support class in middle school, special education teachers teach students how to identify their learning strengths and areas that need to be improved, how to set goals, and how to identify effective strategies and supports for learning and taking tests. They also help students learn effective communication skills and ways to participate in their planning conferences, including IEP conferences, when appropriate and with parent support.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

Implications for students with disabilities: ***Students with disabilities often have communication or language delays or disorders associated with their disabilities. They may require multiple and alternative modes of communication. Teachers set a high priority on establishing a safe and comfortable environment in which students with disabilities are encouraged and supported to use language and contribute their ideas. They teach language and communication skills, make accommodations to promote effective communication, and encourage and support the use of technology to promote learning and communication***

General and Special Education Teachers

6.01 All General and Special Education Teachers have knowledge of the general types of communication strategies and assistive technologies that can be incorporated as a regular part of their instruction. They understand that students with disabilities may have communication and language needs that impact their ability to participate in, access and achieve in the general curriculum and interact with peers and adults. These strategies and technologies can improve the functional capabilities of students with disabilities. For example, a secondary social studies teacher encourages a student with disabilities to use the word processing thesaurus on the computer to access more elaborative and complex vocabulary as substitutes for the more common words he is able to spell.

6.02 All teachers collaborate with speech/language pathologists and other language specialists (e.g., English as a Second Language teacher, English language development teacher, bilingual teacher, interpreter) to identify the language and communication skills that need to be developed in students with disabilities, and to work cooperatively to teach those skills across settings. For example, the speech/language pathologist co-teaches with the second grade teacher focusing on language building activities that are targeted on the IEP goals of the three students with special needs who are in the classroom.

6.03 All teachers understand that linguistic background has an impact on language acquisition as well as communication content and style. Teachers use this knowledge as they interact with and plan instruction for students with disabilities who are from linguistically diverse backgrounds. They understand that linguistic characteristics may sometimes be interpreted inappropriately as a language delay or disorder and are careful to guard against this.

6.04 **All teachers provide multiple opportunities to foster effective communication among** students with disabilities and other members of the classroom as a means of building

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communication and language skills. For example, during the opening activity that is part of each morning's routine, a first grade teacher asks each child a question; for one child who is delayed in language, she carefully plans her question so that the child can answer it and can also work on a language objective from her IEP (e.g., using a complete sentence). In addition, teachers value and support students' use of alternative communication strategies (e.g. eye blinks and facial expressions), augmentative communication, sign language, and assistive technology tools in order to communicate. They help the classroom community understand these forms of communication and devices and facilitate interaction among students who use this communication and other students in the learning community.

6.05 All teachers are sensitive to the verbal and non-verbal messages they may convey to students with disabilities through their interactions during instruction. They understand the potential positive and negative effects on self-concept and motivation of verbal and non-verbal messages, and monitor these messages to ensure their positive impact on students with disabilities

Special Education Teachers

6.06 All Special Education Teachers know how to assess, design, and implement strategies that foster the language and communication development of students with disabilities, including non-verbal and verbal communication. They are proactive in collaborating with speech/language pathologists and other language specialists, and in communicating their knowledge of communication and language development and disorders to others who are involved in the student's learning. They assist the general education teacher in implementing strategies and making accommodations that facilitate students' communication and language skills.

6.07 Special education teachers are familiar with a variety of types of assistive communication devices and know how to access support specialists and services within and outside the school setting. They monitor and facilitate students' use of assistive communication devices, and assist general education teachers and families in incorporating them into the classroom and other daily environments. For example, the special education teacher may work with the general education teacher to facilitate his wearing of a wireless microphone that filters out background noise (FM system) so that a student who is hard of hearing and wearing a receiver can better focus on what the teacher is saying.

6.08 Special education teachers monitor students' use of assistive communication devices across environments (e.g., special class, general education class, after school child care center, home) and provide assistance in using the devices or in changing the device in response to changes in need. For example, as a student with language delays gains more vocabulary, the teacher makes sure the student has access to increasingly more complex communication systems (e.g. from a system that has pre-programmed simple sentences to a system that encourages the student to also create her own sentences), and assists others in using the new systems with the student.

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

Implications for students with disabilities: While students with disabilities often pursue the same learning goals within the general curriculum and benefit from instruction in a manner that is similar to that of their non-disabled peers, they may require adjustments in goals, teaching strategies or supports. Some students with disabilities may require an expanded curriculum that may include areas such as functional life skills, communication skills, or behavior/social skills. Planning for students with disabilities requires an individualized plan of instruction and is a collaborative process that involves special and general educators, the student (when appropriate), families, and other professionals.

General and Special Education Teachers

7.01 All General and Special Education Teachers contribute their expertise as members of a collaborative team to develop, monitor, and periodically revise individualized educational plans for students with disabilities, such as Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individual Accommodations Plans (IAPs) (Section 504). They work with relevant professionals to plan ongoing learning experiences that maximize the participation and engagement of students with disabilities in the general or expanded curriculum, with a focus on connecting daily instruction to long-term goals for the individual student.

7.02 All teachers plan ways to modify instruction, as needed, to facilitate positive learning results within the general curriculum for students with disabilities. Planned modifications may include changing the pace of instruction, modeling tasks for students, breaking tasks into steps and teaching each step, providing extended practice, and giving frequent feedback. Plans might also include: being flexible about how tasks are completed such as the time requirements for completion, what materials are used, where the task is done, and how the task is performed; providing multiple ways for students to participate and respond; or incorporating group tasks that are constructed in ways that encourage students with disabilities to participate.

7.03 All teachers collaborate to plan instruction related to expanded curriculum in general education classrooms for students with disabilities who require such curriculum. They work together to evaluate students' acquisition of knowledge and skills related to the expanded curriculum, and to adjust instruction as needed. For example, the special education teacher consults with the general education teacher regarding a schedule for cueing a second grade student who is learning bladder control to go to the restroom. The general education teacher implements the schedule without the awareness of others in the classroom and

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works with the special education teacher to evaluate the student's progress in learning this skill.

7.04 All teachers design the learning environment so that the individual needs of students with disabilities are accommodated. For example, depending on the student's need, they arrange the room in ways that facilitate the movement of wheel chairs, reduce distractions for the student with attention deficit disorder, provide adequate lighting for the student with a visual impairment, and facilitate students' use of assistive technology.

7.05 All teachers monitor student progress and incorporate knowledge of student performance across settings (e.g., home, after-school programs, neighborhood) into the instructional planning process, using information provided by parents and others in those settings.

Special Education Teachers

7.06 All Special Education Teachers incorporate their knowledge of the impact of disabilities on individual student learning and information gathered in assessment of specific students to guide and oversee the development of various individual plans including Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individual Accommodation Plans (IAPs). For example, after observing a student with autism in several settings, the teacher determines that the student requires individual attention and assistance to access and successfully achieve in the general curriculum, and recommends that paraprofessional support be provided as part of the student's individual education program.

7.07 Special education teachers oversee the development of individualized transition plans to guide learners' transitions from preschool to elementary school, middle school to high school, and high school to post-school opportunities. They work within the context of family and community to carry out the educational, and sometimes, life goals of students with disabilities. For example, teachers may recommend and plan for a toddler to receive home-based services. As the child reaches the age of three, however, they plan for the transition of the toddler to center-based services with bi-weekly home visits from a teacher to support home teaching. At the secondary level, the special education teacher may plan for a student to receive work-study and supported employment during his or her high school years and to transition into a postsecondary school (community college or four-year college or university) or technical school after graduation.

7.08 Special education teachers provide for the active involvement of students, families, and other professionals in constructing the student's education program. For example, the teacher may explain what to expect during the IEP process, or have an interpreter available so the parent and/or student can participate in the dialogue. They ensure that families' and students' priorities are clearly represented in the plan.

7.09 Special education teachers take the primary responsibility for planning and developing an expanded curriculum, such as the development of functional life skills and communication skills, when needed. They assist in embedding the goals and objectives identified for the student in the IEP into general education settings when appropriate, and are alert to using assistive technology to overcome the challenges students may encounter in these settings due to their disabilities. For example, a fourth grader with cerebral palsy and limited mobility has as a goal in her educational plan to learn to communicate socially with age-level peers who are in her fourth grade class. The special education teacher works with the general education teacher to promote opportunities for the student with disabilities to interact with her peers and arranges for the student to have a communication system with which to do so.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Implications for students with disabilities: Individualized comprehensive assessments are required for students with disabilities and are used to determine eligibility for special education services, to plan individualized instruction, and to monitor and evaluate student performance. It is also expected that students with disabilities will participate in the overall assessment programs of the classroom, school district, and state, and that they may require accommodations to demonstrate their knowledge and skills. In addition, some students with disabilities may require assessments related to achievement in an expanded curriculum (i.e. alternate assessments).

General and Special Education Teachers

8.01 All General and Special Education Teachers understand the purposes, strengths and limitations of formal and informal assessment approaches for making eligibility, placement, and instructional decisions for students with disabilities. They understand basic concepts of testing and ask informed questions related to issues such as validity and potential bias as specific assessment techniques and tools are applied to individual students.

8.02 All teachers use a variety of assessment procedures to document students' learning, behavior, and growth within multiple environments appropriate to the student's age, interests, and learning (e.g., home, child care settings, preschool, school, community, work, etc.). This information is used initially to consider eligibility for special education services, and later to construct and modify Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and individual accommodation plans (IAPs). Subsequently, information from the general education teacher is used to monitor the progress of the student in the general education classroom toward achieving the student's learning goals, and for making decisions about appropriate instruction. Examples of different assessment procedures about which all teachers are knowledgeable include portfolios, observations, curriculum-based measurement, teacher-constructed assessment, informal assessment, teacher and/or professional notes, and student work samples.

8.03 All teachers collaborate with others to incorporate accommodations and alternate assessments into the ongoing assessment process of students with disabilities when appropriate. For example, accommodations might include extending time to complete an assessment, permitting the use of assistive technology during the assessment, reading the test to the student, or allowing the student to respond orally rather than in writing. Alternate assessments might include seeking evidence from family members, teachers, and others of a

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student's participation and progress in activities that are aligned with assessment domains relevant to the student's learning goals.

8.04 All teachers engage all students, including students with disabilities, in assessing and understanding their own learning and behavior. For example, a middle school writing teacher works individually with students to help them develop rubrics for evaluating their work.

8.05 All teachers understand that students with disabilities are expected to participate in district and statewide assessments and that accommodations or alternate assessments may be required when appropriate. They collaborate with the special education teacher to facilitate the participation of students with disabilities and provide appropriate accommodations or alternate assessments when needed.

Special Education Teachers

8.06 All Special Education Teachers understand how to administer, score, interpret, and report on formal and informal assessments (including standardized tests) related to their areas of specialization. They analyze the accessibility and appropriateness of assessment situations and instruments for students with disabilities, and work with general education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments. They synthesize, summarize, and communicate assessment results in a variety of formats to multiple audiences (e.g., written summary of student progress to families, verbal presentation to IEP team, formal assessment report).

8.07 Special education teachers plan and conduct assessments (e.g. informal and formal assessments of academic achievement, functional behavioral analyses, curriculum-based assessments, ecological assessments) in the school, home, and community in order to make eligibility and placement decisions about individual students with disabilities. They know the legal requirements related to assessment of students with disabilities, and take steps to ensure that these requirements are met. They involve families as partners in the assessment and eligibility/placement process, including when planning assessments, gathering information, and making decisions. For example, before referring a student for an initial assessment for a possible disability, they communicate with the family and obtain written permission to conduct the assessment. When a child's first language is other than English, they ensure that communication occurs in a language that is understood by the student and family and that appropriate assessment procedures are used. Special education teachers ensure that decisions regarding the presence of a disability are made by a multidisciplinary team and on the basis of multiple sources of assessment information and data. For example, at the IEP meeting the family requests that the school address the student's immature behavior in community settings. The teacher assesses the behavior in the target setting and provides instruction and practice to assist the student in learning the requisite social skill or behavior in the natural context. Information is shared with the family throughout the process.

8.08 Special education teachers initiate, contact, and collaborate with other professionals (e.g., general education teachers, psychologists, social workers, speech/language pathologists, medical personnel) throughout the identification and initial planning process. They seek multiple perspectives on the strengths and needs of students with disabilities, and obtain related services when appropriate. This may include securing psychiatric services for a child who is severely emotionally disturbed or getting updated audiological information about a student who has a hearing loss.

8.09 Special education teachers are aware of and guard against over and under identification of disabilities based on cultural, ethnic, gender, and linguistic diversity. They use assessment strategies that guard against misinterpreting these differences as disabilities. For example, teachers obtain information about the student's home language and cultural background to determine what is normative in the student's culture or family life. They use this information to minimize the chance that they will misinterpret differences in dialect as language difficulties, or differences in behavior as behavioral difficulties.

8.10 Special education teachers regularly use ongoing assessment and student progress monitoring to make instructional decisions and adaptations and modifications in instruction. For example, the special education teacher uses frequent assessment based on ongoing classroom curriculum and the student's performance to determine the reading fluency and reading comprehension of her students with learning disabilities. Based on this information she assists the general education teacher in modifying her teaching and instructional materials accordingly.

8.11 Special education teachers ensure that students with disabilities participate in district and statewide assessments and document on the IEP the use of accommodations or an alternate assessment when appropriate. They ensure that decisions regarding accommodations or alternate assessments are aligned with state guidelines and are consistent with accommodations or modifications provided routinely in the classroom. They facilitate the participation of students with disabilities by providing accommodations and alternate assessments when specified.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Implications for students with disabilities: ***Teacher reflection is essential for designing, monitoring and adapting instruction for all students, including students with disabilities Teachers reflect on their knowledge of the learning strengths and needs of individual students with disabilities, and question and evaluate the appropriateness and effectiveness of their instructional choices and practices for building on those strengths and meeting those needs. Based on their data-based reflections, teachers engage in actions that consistently support and promote the achievement of students with disabilities.***

General and Special Education Teachers

9.01 All General and Special Education Teachers regularly use reflection and evaluation strategies (such as ongoing student progress monitoring, journals, work sample collection and analysis, sharing of insights with knowledgeable colleagues), to reflect on how individual students with disabilities are functioning in the classroom and how alternative instructional decisions and interactions might influence the student's progress or behavior. For example, a team of middle school teachers that provide instruction in different content areas for a student who has a hearing loss meets weekly to review the student's progress and discuss ways they might increase his participation in discussions.

9.02 All teachers continually challenge their beliefs about how students with disabilities learn and how to teach them effectively. They expect students with disabilities to participate in the activities of the learning community and seek ways to alter the environment, curriculum, and teaching strategies as needed to facilitate student participation and promote positive learning outcomes. Teachers maintain a questioning attitude that guides their instructional problem solving and consider alternative explanations for the performance and progress of students with disabilities. They reflect on their teaching and regularly review student outcomes so as to optimize learning for students with disabilities. For example, they consider the appropriateness of their expectations, the clarity of their directions, the effectiveness of materials used, the effects of the adjustments, accommodations and modifications used, and the responses of individual students with disabilities to the learning activities. They seek opportunities to dialog with colleagues who can serve as sounding boards for their thoughts and reflections.

9.03 All teachers actively seek out current information and research about how to educate the students with disabilities for whom they are responsible, including information that will help them understand the strengths and needs of students with disabilities as well as ways to

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more effectively promote their learning. They use a variety of professional resources including their mentors and other specialists as sources of information.

9.04 All teachers reflect on the potential interaction between a student's cultural experiences and their disability. Teachers regularly question the extent to which they may be interpreting student responses on the basis of their own cultural values versus the cultural perspectives of the student or the student's family or community. For example, teachers are careful not to interpret a student's reluctance to openly practice new skills that they are initially learning as refusal or lack of progress. In some cultures, it is more appropriate to watch, then practice in private and only show your learning after you are more accomplished.

Special Education Teachers

9.05 All Special Education Teachers reflect on the progress of individual students with disabilities and work with general education teachers, other professionals, and families to consider ways to build on the students' strengths and meet their needs. For example, teachers might propose different ways to alter the environment, recommend ways to modify or adjust instruction, or seek assistance from a specialist (e.g., speech/language pathologist, occupational therapist, vision specialist) so that students with disabilities can participate more fully in learning activities.

9.06 Special education teachers are current in their fields. They read the professional literature and research, network with colleagues, and engage in professional development (e.g., workshops, professional association conferences, study groups). They use multiple sources of information to continually expand their professional knowledge about content they may be responsible for teaching or co-teaching, and research-based teaching practices that have been found to be effective for students with disabilities. In addition, special education teachers use a variety of resources and services to support the education of students with disabilities (e.g., professional and research literature, web sites, and public and private agencies providing services for students with disabilities).

9.07 Special education teachers reflect on their personal biases and the influences of these biases on the instruction they provide to students with disabilities, and on the interactions they have with other personnel, families, and the community. They actively seek evidence about the approaches they use in educating students with disabilities. They ground their practices in the research literature and regularly examine their beliefs in relation to the literature on teaching, learning, and special education. For example, a special education teacher who is known for her expertise in designing and implementing strict token economy systems for managing behavior might discuss other views of what it means to support problematic behavior with general education teachers who have been successful in implementing more intrinsically motivating approaches.

Principle #10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Implications for students with disabilities: Families, schools and communities are important contexts for teaching, learning, and development. Teachers advocate for students with disabilities to receive the support they need to be successful in the general curriculum and to achieve the goals of their individual education plans. They collaborate with each other, with other professionals, and with families to ensure that students with disabilities are valued members of the classroom, school, and larger communities.

General and Special Education Teachers

10.01 All General and Special Education Teachers share instructional responsibility for students with disabilities and work to develop well-functioning collaborative teaching relationships. For example, a special education and science teacher in a middle school co-teach a general science class in which one third of the students have disabilities. To be successful, they have a common planning period. The special education teacher also regularly collaborates and communicates with the other general education teachers who work with the students for whom she is responsible. In addition, teachers understand the roles of other professionals in the schools and collaborate with them to enhance the learning and well being of students with disabilities. For example, a fourth grade student with cerebral palsy receives support services from a physical therapist. His third grade teacher confers periodically with the therapist regarding therapeutic positioning that will enable the student to engage in planned learning activities.

10.02 All teachers understand the purposes of, and are effective members of, the different types of teams within the special education process (e.g., child study and teacher assistance teams, multidisciplinary teams that focus on identification and placement, IEP/IFSP teams). They understand the roles of different participants on these teams, including the role of the general education teacher in initial and ongoing assessment, and planning and instruction of students with disabilities. Similarly, they understand the role that the special education teacher or specialist often plays as the person responsible for coordinating the support provided to individual learners. They understand factors that challenge teamwork, including limited time and resources and the diverse backgrounds, beliefs, knowledge, and needs of team participants, and work to develop well-functioning teams. As members of various teams, they ask for information they need and provide information that others need to increase their effectiveness as team members. For example, a teacher of a student with a seizure disorder in a seventh grade class obtains information on the seizure disorder from the school's nurse and implements the nurse's recommendations for managing seizures when one occurs in the

classroom. The teacher also supplies the nurse with information on the student's classroom behavior that enables the nurse to monitor the effectiveness and any side effects of the seizure-control medication taken by the student.

10.03 All teachers understand the roles and responsibilities of paraeducators and other paraprofessionals, and collaborate with these staff members to foster the safety, health, academic and/or social learning of students with disabilities. For example, a ninth grade student with fourth grade skills in math receives support from a paraeducator during a ninth grade math class. The math teacher confers with the paraeducator in advance of the week's lessons regarding her expectations of the assistance the paraeducator will provide the student. The teacher casually observes the paraeducator's performance and provides periodic feedback to her.

10.04 All teachers accept families as full partners in planning appropriate instruction and services for students with disabilities, and provide meaningful opportunities for them to participate as partners in their children's instructional programs and in the life of the school. They demonstrate sensitivity to differences in family structures and social, economic, and cultural backgrounds of students with disabilities. They communicate with families in ways that honor families' beliefs and practices, and seek to promote the family's confidence and competence in furthering their child's development and learning. In addition, teachers understand the functions of agencies and organizations within the larger community, and work with other professionals to help families access resources that facilitate their participation in their child's education.

Special Education Teachers

10.05 All Special Education Teachers provide leadership that enables teams to accomplish their purposes. They understand factors that influence how teams develop and employ skills (e.g., problem-solving, action planning, conflict resolution) that ensure optimal team functioning, promote decision-making, and support the use of appropriate learning activities. For example, the special education teacher serving students with severe cognitive disabilities in general education classrooms meets regularly with teams that include general education teachers, paraeducators, therapists, and family members to ensure that their communications are open and that they are consistent in their use of recommended strategies.

10.06 Special education teachers take a life span view of students with disabilities and use their broad knowledge of disabilities, legislation, special education services, and instructional strategies to ensure implementation of each student's individual education program. In their leadership role, they fill gaps in services for students by advocating for services, consulting with other team members, facilitating team interactions, finding resources, and collaborating with families.

10.07 Special education teachers work with related services professionals to design, implement, and evaluate instructional plans for students with disabilities. They collaborate on integrating related services into these plans to enhance students' performance in the general curriculum or on other identified goals. For example, the special education teacher at a high school works with the content teachers of a sophomore student with physical disabilities to assist and ensure that accessibility and assistive technology needs recommended by the occupational therapist and assistive technologist are implemented and evaluated for effectiveness across the various content classes.

10.08 Special education teachers include, promote, and facilitate family members as partners on parent-professional, interdisciplinary, and interagency teams. They identify, develop, and manage structures that support interagency collaboration, including interagency agreements, referrals, and consultation. For example, they initiate and guide within and cross-agency processes that support transition planning, preparation and implementation of transition plans.

10.09 Special education teachers collaborate with families and with school and community personnel to include students with disabilities in a range of instructional environments in the school and community. For example, an elementary special education teacher responds to a family's concern that caregivers at their son's after-school childcare center do not expect enough of him. The teacher visits the center to provide information about the student, and to demonstrate techniques used at school to facilitate the student's independence in areas of self-care. He and the care providers discuss the routines of the center and talk about ways the student can be involved in games, art activities, and play with other children.

10.10 Special education teachers understand the impact that having a child with a disability may have on family roles and functioning at different points in the life cycle of a family. They understand the implications of a variety of different approaches to family involvement and parent-professional partnerships, and use this knowledge to facilitate families' participation and involvement in the instructional program. For example, while the parents of one pre-schooler with developmental delays may want to provide direct teaching to their pre-schooler as part of a home/school teaching program, the parents of another preschooler may only find it feasible to reinforce the skills the preschooler is learning at school. The special education teacher accommodates and supports both types of family involvement. Teachers assess family priorities, needs, and resources as they relate to child and family service options, and facilitate or implement a range of child-oriented and family-oriented services based on this assessment.

APPENDIX A

Further Considerations Regarding State Licensing Policy of Special Education Teachers

While the committee's intention is not to provide specific recommendations for special education licensure, the committee believes that licensing policy that is too broad or generic results in beginning teachers who are not adequately prepared to serve the range of students they encounter. On the other hand, licensure categories that are too specific (e.g., certification for emotional/behavioral disorders at the secondary level) will not meet the needs of states and school districts to deal effectively with the increasing number of students who have multiple disabilities.

The committee encourages states to consider special education licensure structures that balance the need for breadth and depth of knowledge and skills. One example of a licensing structure for special education teachers might be: (a) early childhood special education (birth to age 9); (b) mild/moderate disabilities (ages 5 to 14); (c) mild/moderate disabilities (ages 12 to 21); (d) severe/multiple disabilities (ages 5 to 21); (e) deaf/hard of hearing (birth to age 21); (f) visual impairments (birth to age 21).

Glossary of Terms

Americans with Disabilities Act/ PL 101-336 (ADA)

Enacted by Congress in 1990, this major civil rights statute provides individuals with disabilities access to the social and economic mainstream of society, including a free and appropriate education for all students with disabilities.

Accommodation

An adjustment in instructional delivery, content, or environment, that minimizes the effect of a student's disability.

Adaptation

An adjustment in instruction, content, policy, assessment practices, or learning environment that positively affects learning for all students in the classroom.

Alternate Assessment

An assessment designed to accommodate the specific needs of a student with a disability that allows the student to demonstrate his/her learning by means other than the specified assessment. In relation to state/district accountability, alternate assessments are designed to measure the performance of students with disabilities who are unable to participate in general large-scale assessments used by districts and states.

Assistive technology device

Any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with disabilities. Examples include both low and high technology, such as a pencil grip to improve handwriting, a white cane to assist in mobility, a communication board with head pointer to facilitate communication, or speech recognition and word processing computer programs to facilitate writing.

Assistive technology service

Any service that directly assists a student with disabilities in the selection, acquisition, or use of an assistive technology device.

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

Conditions that are characterized by pronounced distractibility and difficulty sustaining attention, focusing, and persisting. ADD/ADHD must be diagnosed by a medical doctor, psychiatrist, or licensed psychologist and sometimes medication is prescribed. ADD/ADHD is not formally a disability category under IDEA.

Augmentative and alternative communication

Equipment that is used to increase an individual's ability to communicate effectively, such as a system that produces an artificial voice when activated by the student or a communication board.

***Autism**

"A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences."

Backward chaining

An instructional technique in which the teacher performs all but the last step of a task, and then teaches the student the last step until it is mastered; next, the teacher completes all but the last two steps of the task and then teaches the student the last two steps until they are mastered; this process continues until all steps are mastered and the student can do the task independently. For example, backward chaining could be used in teaching a student to tie his/her shoes.

Cognitive strategy instruction

Instruction in which the teachers teaches the student how to perform a cognitive process, such as finding the main idea of a story or how to solve a math word problem, by thinking out loud to model the steps or strategy used in completing the processes and by having the student learn, practice, and apply the steps or strategy.

Communication board

An example of augmentative communication that includes a physical "board" with symbols, pictures, or words that the student can touch or point to in order to facilitate communication.

Communication Disorder

See Speech or Language Impairment

***Deafness**

"A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance."

***Deaf-Blindness**

"Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness."

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*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

Disability

The restricted capability to perform particular physical or mental activities resulting in an inability to perform some or all of the tasks of daily life. A disability can also be a medical condition that restricts activities and makes it difficult to engage in the physical or mental activities of daily life.

The Individuals with Disabilities Education Act (IDEA) defines "child with a disability" as a child "with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities." Disability may also include, at the discretion of the State and local educational agency, "a child experiencing developmental delays ... in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development." (Individuals with Disabilities Education Act Amendments of 1997, Section 602 (3)(A)(B), P. L. 105-17, 111 Stat. 37 (1997)

Section 504 of the Rehabilitation Act of 1973 defines a "handicapped person" as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities" and includes "any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive genito-urinary; hemic and lymphatic; skin; and endocrine or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities." (Rehabilitation Act of 1973, Section 504, 45 Fed. Reg. 30,937 (1980))

Emotional Disturbance

See Serious Emotional Disturbance

Expanded curriculum

Curricular areas typically not included or emphasized in the general curriculum, such as communicative, social and emotional development, communication skills and oral language development, social/behavior skills, motor skills, functional and independent living skills, employment-related skills, self-advocacy skills, orientation and mobility skills, and travel instruction.

Explicit instruction

Instruction that is systematic (structured), sequential, and cumulative in the development of knowledge or skills. Explicit instruction includes such features as clear presentation, modeling, prompting, providing opportunities for practice with corrective feedback until the student has mastered the knowledge or skill, regular monitoring of student progress and maintenance of knowledge or skill, and planned instruction to generalize the knowledge or skill.

Family

Parents, extended family members, guardians, and caregivers.

General curriculum

Curriculum available to and used in teaching students without disabilities. The general curriculum is determined by the state and local definition of what a student should know. Often specified at a given grade level, the general curriculum is based on a set of state or local standards in such areas as English language arts, mathematics, science, health, social studies, fine arts, physical education, etc.

Generalization

Ability to take learned knowledge or skills and consistently apply them to settings, situations, individuals, and tasks different from the context in which they were learned. For example, a student who has been taught to identify exit signs at school can generalize this skill by going out and locating such signs in a variety of settings in the community.

***Hearing Impairment (often referred to as Hard of Hearing (HH))**

"An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance." The term typically is used to refer to any decrease in the sensitivity to sounds below the "normal" level. A hearing impairment refers to a functional hearing loss, but not to the extent that the individual must depend primarily upon visual communication.

Individuals with Disabilities Education Act /Amended P.L. 105-17

Federal legislation designed to ensure that all children with disabilities receive a free, appropriate education including special education and related services. The legislation states that each student with a disability will have an individualized education program (ages 3 to 21) or an individual family service plan (ages 0 to 9) designed by a team of relevant professionals, families, and the student (when appropriate), that describes the scope, services, and goals of the educational program for that student.

Individualized educational program (IEP)

A written plan developed by a multidisciplinary team of educational professionals, families, and the student (when appropriate) that describes the student's present level of performance, and the scope, services, goals and objective or benchmarks of the student's educational program. This plan is required for each identified student with disabilities ages 3 to 21. For students 14 or older, a transition plan must be included as part of the IEP.

*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

Individualized family service plan (IFSP)

A written plan for infants and toddles and their families, and for 3-8 year olds if approved by the state. The plan includes a statement of the child's functioning levels, the family's needs and strengths in relation to the child with special needs, expected outcomes, services to be provided, and a description of the transition steps from early intervention services to preschool services.

Individual accommodation plan (IAP)

A written plan under Section 504 of the Rehabilitation Act of 1973, which describes the accommodations that must be made to ensure that the student with disabilities is not being discriminated against because of his/her disability. This plan is developed with families, teachers, and relevant school professionals such as the school counselor, school psychologist, and special education teacher with the purpose of facilitating the student's learning and success in school.

Individual transition plan

A plan that is included as part of the Individualized Education Program (IEP) for students with disabilities ages 14 and older, which delineates the transition services and transition goals and objectives/benchmarks to facilitate the student's successful transition from school to post-school activities. The purpose of the plan is to draw together information from a range of individuals within and beyond the school in order to plan coherently for the young person's transition to adult life including the skills, opportunities, and supports needed to locate and maintain employment, to pursue post-secondary education and training, to participate in the community, and to make life decisions. In some cases the IEP may delineate transition plans and goals for students who are transitioning from early intervention programs to preschool programs, from preschool programs to elementary school programs, and from elementary programs to middle school programs.

***Learning Disability (LD)**

"A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and development aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage."

Life span view

An orientation toward a person that takes into consideration the range of developmental learning periods from birth through adulthood.

*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

***Mental Retardation**

"Means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Modification

An amendment or alteration of an educational program, educational goal, assessment, or any other component of the general curriculum, in order to give the student with disabilities full access to the curriculum.

***Multiple Disabilities**

"Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, and so on), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs designed solely for one of the impairments. The term does not include deaf-blindness."

***Other Health Impairment**

"Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affects a child's educational performance."

Orientation and Mobility Skills

Skills learned by an individual with significant visual impairments that include orienting oneself in the environment and traveling safely, efficiently, and independently from one place to another in the environment.

***Orthopedic Impairment**

"A severe orthopedic impairment that adversely affects a child's education performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)."

Paraprofessional/Paraeducator

A person who works under the supervision of a professional (e.g., teacher, special education teacher, speech/language pathologist, occupational therapist) to assist in the education of students. Paraeducators' levels of preparation may vary widely as do their roles, which may include direct services to students and/or support to the professional.

*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

Physical Disability

See Orthopedic Impairment

Related services

Developmental, corrective, and other supportive services, including transportation, that are required to assist a student with a disability to benefit from special education. Related services include speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services including rehabilitation counseling, orientation and mobility services, travel instruction for sighted students, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training.

Related services professionals or personnel

Individuals who provide related services such as speech/language pathologists, audiologists, physical and occupational therapists, vocational evaluators, rehabilitation counselors, orientation and mobility specialists, travel instructors, school psychologists, parent educators, and social workers.

Section 504

A section of the Rehabilitation Act of 1973, a civil rights act for persons with disabilities that provides: "No otherwise handicapped individual in the United States ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (including public education, higher education, health, welfare, and other social services." Section 504 of Rehabilitation Act of 1973, 29 U.S.C. § 794

***Serious Emotional Disturbance**
(Sometimes referred to as Emotional/Behavior Disorders (EBD) or Emotional Impairment (EI)

"A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors,
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers,
- Inappropriate types of behavior or feelings under normal circumstances,
- A general pervasive mood of unhappiness or depression, and
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance."

*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

Special education

Specially designed instruction provided at no cost to families to meet the unique needs of a child with a disability and to provide access for that child to the general curriculum. Special education includes instruction provided in the classroom, in the home, in hospitals and institutions, and in other settings, and includes instruction in physical education including adapted physical education.

***Speech or Language Impairment (also referred to as Communication Disorder)**

"A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's education performance."

Task analysis

An instructional technique in which the teacher breaks down a complex skill or task into individual steps that are taught individually and then combined to perform the complete skill or task (e.g., steps in tying a shoe, steps in computing double-digit subtraction problem with regrouping)

Thinking aloud

A strategy that teachers use to help students visualize the thinking process involved in completing a task or solving a problem. The strategy involves teacher modeling how they think and learn by saying what they are thinking while completing a task or solving a problem.

Transition services

A coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, travel instruction, continuing and adult services, independent living, and/or community participation.

Travel instruction

A coordinated set of goals provided for students with disabilities that have no sight impairment other than corrective lenses. This involves community exploration, street crossing skills, the meaning of sight and signs in the community, the use of pay phones, up to and including riding public transportation in order to move about the community as independently as possible.

*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

***Traumatic Brain Injury**

"An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma."

***Visual Impairment (including blindness)**

"An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness."

*Definitions of disabilities are taken from the Individuals with Disabilities Education Act (IDEA). See 57 Fed. Reg. 44,801-02 (1992).

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Reference Materials

Americans With Disabilities Act of 1990, 42 U.S.C. §§ 12101 *et seq.* (1992).

Council for Exceptional Children. (1998). *What every special educator must know, third edition.* Reston, VA: Council for Exceptional Children.

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Interstate New Teacher Assessment and Support Consortium. (1991). *Model standards for beginning teacher licensing and development: A resource for state dialogue.* Washington, DC: Council of Chief State School Officers.

National Board for Professional Teaching Standards. (1999). *Exceptional needs standards.* Washington DC: National Board for Professional Teaching Standards.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794 (1992).

INTASC Special Education Standards
Questionnaire

Please return completed questionnaires to:

Kathleen Paliokas, Assistant Director
INTASC Special Education Standards
Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington DC 20001-1431

Name: _____

Organization: _____

Address: _____

_____

Phone: _____ **E-Mail Address:** _____

Please check your primary occupation:

- General Education Teacher
  - _____ Early Childhood
  - _____ Primary Grades
  - _____ Middle/Intermediate/Jr High
  - _____ High School

- Special Education Teacher
  Specify Area: _____
  - _____ Early Childhood
  - _____ Primary Grades
  - _____ Middle/Intermediate/Jr High
  - _____ High School

- School Administrator
  - _____ Early Childhood
  - _____ Primary Grades
  - _____ Middle/Intermediate/Jr High
  - _____ High School

- Professional Organization Staff
  Specify Organization: _____
  _____
  - ____ Special Education Yes ___ No____
  - _____Other Discipline or Area _____
    (specify)_____

- State Education Department Staff
  Specify State: _____
  - _____ Special Education Staff
  - _____ Program Approval/Accreditation
  - _____ Teacher Licensing
  - _____ Professional Development Staff
  - _____ Other State Education Staff
    (specify)_____

- Higher Education
  - _____ Teacher Ed/Special Ed Faculty
  - _____ Other Teacher Education Faculty
  - _____ Other Higher Education Faculty
    (specify)_____
  - _____ Higher Education Administrator

- Other Occupation (specify)

  _____
  _____
  _____

Please evaluate each principle or statement below by circling the appropriate value.

Principle #1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Implications for students with disabilities: ***Both general and special education teachers demonstrate an understanding of the primary concepts and ways of thinking and knowing in the content areas they teach as articulated in INTASC subject matter principles and other professional, state, and institutional standards. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.***

When teaching students with disabilities, how important is it for the beginning teacher to understand the following:

GENERAL EDUCATION TEACHER:

	no opinion	not at all				very important
Subject Matter Knowledge	0	1	2	3	4	5
Federal Disabilities Legislation	0	1	2	3	4	5
Special Ed Policies and Procedures	0	1	2	3	4	5
Accommodations/Modifications/Adaptations	0	1	2	3	4	5
Expanded Curriculum	0	1	2	3	4	5
Assistive Technology	0	1	2	3	4	5
Transition Support and Services	0	1	2	3	4	5
History of Special Education	0	1	2	3	4	5

SPECIAL EDUCATION TEACHER:

	no opinion	not at all				very important
Subject Matter Knowledge	0	1	2	3	4	5
Federal Disabilities Legislation	0	1	2	3	4	5
Special Ed Policies and Procedures	0	1	2	3	4	5
Accommodations/Modifications/Adaptations	0	1	2	3	4	5
Expanded Curriculum	0	1	2	3	4	5
Assistive Technology	0	1	2	3	4	5
Transition Support and Services	0	1	2	3	4	5
History of Special Education	0	1	2	3	4	5

Overall how well does Principle #1 and its elaboration on pages 10-13 capture the aspects of performance you feel are important for the beginning teacher?

GENERAL EDUCATION TEACHER:

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER:

no opinion	not at all				very well
0	1	2	3	4	5

Overall how important is Principle #1 for responsible practice as a beginning teacher?

GENERAL EDUCATION TEACHER :

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER:

no opinion	not very important				very important
0	1	2	3	4	5

****

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

Implications for students with disabilities: Both general and special education teachers understand that all children have similar patterns of learning and development that vary individually within and across cognitive, social, emotional and physical areas. They recognize that children with disabilities may exhibit greater individual variation in learning and development than students without disabilities, and that a disability often influences development and functioning in more than one area. Teachers use knowledge of the impact of disabilities on learning and development to optimize learning opportunities for each student.

How important is it for the beginning GENERAL EDUCATION TEACHER to be familiar with the general characteristics of the most frequently occurring disabilities and to have a basic understanding of ways that disabilities impact learning and development?

no opinion	not very important				very important
0	1	2	3	4	5

How important is it for the beginning SPECIAL EDUCATION TEACHER to have knowledge of a wide array of disabilities and be cognizant of the range and types of individual variation that exist within disability categories?

no opinion	not very important				very important
0	1	2	3	4	5

How well does the statement of Principle #2 and its elaboration on pages 14-16 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #2 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Implications for students with disabilities: ***Students with disabilities come from a variety of cultures, languages, classes, and ethnicities. Disability, like other aspects of diversity, may affect a student's approach to learning and a teacher's approach to teaching. Teachers understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups.***

How well does the statement of Principle #3 and its elaboration on pages 17-19 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #3 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Implications for students with disabilities: ***Ensuring that students with disabilities can participate successfully in the general curriculum requires teachers to tailor their instructional strategies to the particular learning needs of individual students. General and special education teachers use a variety of instructional strategies and technologies and know how to modify and adapt the general curriculum to accommodate individual students' needs. Students with disabilities who have goals related to an expanded curriculum will also need specialized instruction to achieve those goals.***

How well does the statement of Principle #4 and its elaboration on pages 20-23 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #4 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

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Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Implications for students with disabilities: ***Students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. Students learn more effectively when they are valued members of a learning community in which everyone can grow and learn. Teachers welcome students with disabilities and take deliberate action to ensure that they are included as members of the learning community. Teachers may also need to structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities.***

How well does the statement of Principle #5 and its elaboration on pages 24-26 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #5 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

.....

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

Implications for students with disabilities: ***Students with disabilities often have communication or language delays or disorders associated with their disabilities. They may require multiple and alternative modes of communication. Teachers set a high priority on establishing a safe and comfortable environment in which students with disabilities are encouraged and supported to use language and contribute their ideas. They teach language and communication skills, make accommodations to promote effective communication, and encourage and support the use of technology to promote learning and communication.***

How well does the statement of Principle #6 and its elaboration on pages 27-28 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #6 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

Principle #7: **The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.**

***Implications for students with disabilities**: While students with disabilities often pursue the same learning goals within the general curriculum and benefit from instruction in a manner that is similar to that of their non-disabled peers, they may require adjustments in goals, teaching strategies or supports. Some students with disabilities may require an expanded curriculum that may include areas such as functional life skills, communication skills, or behavior/social skills. Planning for students with disabilities requires an individualized plan of instruction and is a collaborative process that involves special and general educators, the student (when appropriate), families, and other professionals.*

How well does the statement of Principle #7 and its elaboration on pages 29-31 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #7 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

Principle #8: **The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.**

***Implications for students with disabilities**: Individualized comprehensive assessments are required for students with disabilities and are used to determine eligibility for special education services, to plan individualized instruction, and to monitor and evaluate student performance. It is also expected that students with disabilities will participate in the overall assessment programs of the classroom, school district, and state, and that they may require accommodations to demonstrate their knowledge and skills. In addition, some students with disabilities may require assessments related to achievement in an expanded curriculum (i.e. alternate assessments).*

How well does the statement of Principle #8 and its elaboration on pages 32-34 capture the aspects of performance you feel are important for the

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #8 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

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Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Implications for students with disabilities: ***Teacher reflection is essential for designing, monitoring and adapting instruction for all students, including students with disabilities Teachers reflect on their knowledge of the learning strengths and needs of individual students with disabilities, and question and evaluate the appropriateness and effectiveness of their instructional choices and practices for building on those strengths and meeting those needs. Based on their data-based reflections, teachers engage in actions that consistently support and promote the achievement of students with disabilities.***

How well does the statement of Principle #9 and its elaboration on pages 35-36 capture the aspects of performance you feel are important for the:

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #9 for responsible practice as a beginning

GENERAL EDUCATION teacher?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

Principle #10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Implications for students with disabilities: Families, schools and communities are important contexts for teaching, learning, and development. Teachers advocate for students with disabilities to receive the support they need to be successful in the general curriculum and to achieve the goals of their individual education plans. They collaborate with each other, with other professionals, and with families to ensure that students with disabilities are valued members of the classroom, school, and larger communities.

How well does the statement of Principle #10 and its elaboration on pages 37-39 capture the aspects of performance you feel are important for the

GENERAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #10 for responsible practice as a beginning

GENERAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

SPECIAL EDUCATION TEACHER?

no opinion	not very important				very important
0	1	2	3	4	5

Please evaluate the special education standards as a whole by commenting on the following issues:

1. Do the principles identify the abilities that enable beginning teachers to help students with disabilities meet new, more rigorous standards for learning and performance?

2. Do the principles capture all of the important aspects of teaching students with disabilities? What important aspects have been omitted?

3. What changes would have to occur in the education of teachers to meet these principles?

4. What changes would have to occur in teacher licensing/assessment to meet these principle?

5. What changes would have to occur in schools for teachers to be able to demonstrate the capabilities identified by these principles?

Please Write Additional Comments Here

Name _____

Organization _____

Address _____

City, State, Zip _____

Phone _____ **Fax** _____

E-Mail Address _____

Please return with comments and suggestions to:

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